DOCUMENT RESUME

ED 347 468 CG 024 398

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TITLE Factors Identifying Successful Adolescent Career Awareness Programs.
PUB DATE Mar 92
NOTE 55p.; Master of Education Professional Paper, Texas Woman's University.
PUB TYPE Dissertations/Theses - Undetermined (040) -- Information Analyses (070)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adolescents; *Career Awareness; Career Counseling; Parent Role; *Program Effectiveness; School Community Relationship; Secondary Education; Secondary School Students

ABSTRACT

Helping adolescents make successful career decisions has been the concern of the education system, with a variety of methods being tried over the years. A literature review indicated that there are a number of successful programs giving adolescents a good basis from which to make career choices. State and national levels contribute funding and resources for career awareness programs. At present, several states are passing legislation to create more of these state-wide programs. There is, however, no central location for information on current programs on adolescent career exploration. School systems, which have been the natural setting to train future workers, experiment with programs that offer experiential learning, career resource centers, and peer counseling. There are two major weaknesses of these types of programs: there is not enough time during normal school hours to reach the majority of students; and many teachers are not trained to teach career awareness programs. Parents are involved with the programs they operate themselves. The community-business-education alliance seems to offer more programs for student involvement. These programs offer the most diversity and have the greatest number of participants. What is needed is a national resource center that would act as a clearinghouse for any information regarding career exploration/guidance, funding opportunities available, training guides, and community involvement programs. (ABL)

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FACTORS IDENTIFYING SUCCESSFUL ADOLESCENT CAREER AWARENESS PROGRAMS

A PROFESSIONAL PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF EDUCATION

IN THE GRADUATE SCHOOL OF THE

TEXAS WOMAN'S UNIVERSITY

COLLEGE OF EDUCATION

AND

HUMAN ECOLOGY

BY

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DENTON, TEXAS

MARCH 1992

CG024398

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ACKNOWLEDGEMENTS

This paper brought me into contact with some very generous people throughout the United States and Canada. I would like to thank them all for their time, advice, and expertise.

In particular, I would like to thank Dr. Luther Otto, who was the first to send me materials and whose book, How to Help Your Child Choose a Career, was the first spark on this journey. Dr. Kenneth Hoyt was another wonderful source. His knowledge of the career education field and contacts for additional information seems unlimited. Dr. Honore France was kind enough to go out of his way to do a follow-up on an article he had written. Ms. Jama Roman, Ms. Barbara Baer, and Ms. Jean Yale willingly spent time explaining their programs and sent materials immediately upon request.

I also want to thank Dr. Merry Evenson for her time, patience, and the understanding needed as I worked through the process of writing my first professional paper.

Finally, I want to acknowledge and thank my family - Joe, James, and Katy - who had to undergo this whole learning process with me.

Liz Polanco

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CHAPTER I

INTRODUCTION

Our society and economy have been gradually changing from a product/manufacturing base to a more service-oriented/information-producing structure (Cianni-Surridge, 1983; Grant Foundation, 1988a; Gysbers, 1984; Wegmann, Chapman, & Johnson, 1985). The workforce has been profoundly affected by these changes. According to Wegmann, Chapman, and Johnson, the labor force has been growing due to the emergence of women, immigrants, and the well-known "baby boom" generation. At the same time, the volume of available jobs is decreasing and many of these pay less money and give fewer benefits.

How does this affect today's adolescents? Schenk and Schenk (1978) made the point that when this country began it had an agricultural economy where children and adolescents were needed and valued. As time passed, it progressed into a labor society (which still needed all available hands). The next change came during the industrial revolution. This transformation lessened the number of jobs available. Adults were given preference. Children were no longer a necessary part of the workforce. As a result, the time of

childhood was lengthened, adolescence was created, and school attendance became mandatory.

Because of these socioeconomic changes, along with the high-tech impact on the workforce, better trained and educated workers became an even more vital necessity. A report from the W. T. Grant Foundation (1991) stated that if the United States wishes to maintain the present standard of living, workers must be trained to be more productive. People are more productive when they are satisfied with their jobs, feel competent, and perceive that they are doing what they want to do.

Choosing a future occupation is one of the tasks of adolescence. Otto (1989) contends that youth have the responsibility of deciding upon a possible career as well as choosing the path of training. These young people need to be goal-directed so that they do not waste time and money on training that would not lead toward their career goal. One of Otto's ongoing research projects, the Career Development Study, has shown that two-thirds of the approximately 7,000 young adults surveyed felt that their greatest stumbling block was inadequate help in career counseling. Despite this stated need, our national education is geared toward obtaining a college degree. The report by the Grant Foundation (1991) has shown that close to three-fourths of

all jobs in the near future will not need that much education.

With the changing focus of the workplace, a college degree may get one employed, yet the competition for the lesser number of higher paying jobs will be tremendous. College graduates still needing employment will be competing for the lower-paying jobs that are normally filled by the non-college educated workforce (Wegmann, et al., 1985). Also noted by Otto (1989) and the Grant Foundation (1988a), approximately twenty percent of all students beginning college actually complete it. The majority choose to leave before receiving a degree.

Consider the number of young people who join the workforce after high school each year. These non-college bound people, the "Forgotten Half", as labeled in the Grant Foundation (1988b) report, are ready to start work immediately upon high school graduation. Yet, they face great problems: a shrinking job market, jobs requiring advanced skills, and a lack of successful guidance.

Career exploration has been a part of school education for a long time in many different forms, from simple pencil and paper tests to today's computerized software. Current methods of career exploration need to be examined and possibly revised, with proven successes publicized to better assist and stimulate today's adolescents in becoming more

realistic concerning the needs of tomorrow's workforce and their place in it.

Rationale

As previously noted, over three-fourths of our nation's youth do not go on to start or even complete college--yet our educational system is still geared to the academic/college preparation mode. What happens to those young people who are looking to join the workforce as soon as possible? How prepared are they? It must be noted that even earning a college degree will not guarantee a job in one's chosen field. There are too many overqualified people competing for the smaller number of better paying jobs (Otto, 1988; Wegmann, et al, 1985). What answer can be given to these future workers? How can they be helped in their search for locating a fulfilling and economically satisfying career?

Otto (1989) maintains that the academic world concentrates its efforts on showing students the benefits of learning in general while the work world looks for specific knowledge and credentials. The adolescent needs assistance in making a successful passage between these two worlds. Too little has been done to connect one's academic knowledge with how it is used in one's job or career. All students

need help in this area, especially considering the type of jobs that are now being created in the workplace which require higher skills and advanced training (Grant Foundation, 1988a).

In normal development, adolescence is a time of searching for one's self. Good (1973), in the Dictionary of Education, described adolescence as the period of the human lifespan between the ages of thirteen years and approximately twenty-four years. Youniss and Smollar (1985) observed adolescence as a time of separating from one's parents, yet still not fully breaking away. This period can also be a time of confusion, conflict, questioning, and a reaching out into the world for information (Karr-Kidwell, 1981; Healy, 1982). McDaniels and Hummel (1984) described it, in terms of choosing a career, as a time to explore making choices. Super (1983) stated that during adolescence one can build up, or lose, one's sense of being an individual with a future.

For adolescents, it is important to create interest in their own futures. Many benefits could occur. These young adults could become more goal-directed and interested in the classes they take when they are shown the value and future benefits from these courses. This would then aid both teachers and counselors in the areas of educating and advising. The adolescents themselves would benefit by

making career choices that would bring a greater sense of satisfaction to their lives. Society and industry, ultimately, would benefit when workers are better prepared for their jobs. Luther Otto (Leigh and Peterson, 1986) makes the point that the adolescent who leaves school early faces a bleak future when education and training are not completed. Eventually these students will have to obtain the needed certification to enter the careers they seek (Grant Foundation, 1988a).

Career counseling originally began as vocational guidance (Gysbers, 1984) and was based on Frank Parson's book, Choosing a Vocation, which was written in 1909. He emphasized three steps in deciding upon a career: a) interests and aptitudes of the person, b) learning all one can about career occupations, and c) "true reasoning"--matching up steps (a) and (b) (Otto, 1984). Over the years, theories of career counseling have evolved from the traditional matching of interests (trait-factor theory) to a more developmental approach, one that can be adjusted and reviewed over the life span of a person (Osipow, 1983; Gysbers, 1984). Many of the traditional methods are still used. However, they seem to no longer appeal to today's adolescents.

Adolescence is a time of exploration. It is the period of life to become aware of the different occupations. The

process of making a career decision involves: learning how to choose what fits career-wise, deciding what one likes and does not like to do, and obtaining the job one wants. As Stinson (1976-77) remarks, the adolescent is not required to make a firm commitment to a particular career, just learn about the options available. They also need to learn about career opportunities, how these can change over time, and what is expected of them when they work. Adolescents will explore these options more thoroughly when they are motivated and stimulated in ways that they can understand. They need real guidance, not just information. They need active support, advice, and help in formulating their goals. Just being told where to find descriptions and facts about jobs is not sufficient (Otto, 1988). The goal of this project was to identify current, workable, and successful ideas and approaches to career exploration/career awareness for adolescents.

Statement of the Problem

New career awareness teaching methods are needed to replace the traditional methods of informing adolescents of career opportunities. This project has identified some methods of career awareness that are and have been successful. Also identified have been several new

techniques which introduce career options to adolescents and teach them how to respond to results (deciding what they like and do not like about these options).

Procedures

In order to write an extensive review of the literature concerning adolescents and career awareness, the following procedures were followed:

1. The first step taken was to obtain a list of identity descriptors from the Thesaurus of ERIC Descriptors. The descriptors used were adolescents, workable programs, innovative ideas, successful or more effective approaches, career exploration, career awareness, and middle and secondary students.

2. An ERIC search was then conducted, followed by an IRIS search at Texas Woman's University library.

3. A search was made through the Psychological Abstracts at Texas Woman's University library.

4. Materials were obtained from Texas Woman's University library, the University of North Texas library, Texas Woman's University Career Center, Governors State University library, and Prairie View A & M library. Journal articles, books, professional and educational papers, and

telephone interviews were used to obtain the information needed to write this paper.

5. In an effort to update older material, or to obtain a clearer understanding of a program, or to acquire new and current information on many of the programs described here, telephone interviews were conducted. A short survey of questions was created. The resulting responses were noted in this paper as personal communications. A copy of this survey can be found in APPENDIX A.

6. As the information was being gathered, it became clear that career awareness programs could be subdivided into four sections and that a listing of name, address, telephone number, and the name of a contact for each of the discussed programs would be useful. Permission was obtained to cite this information. A listing of these programs is located in APPENDIX B.

Delimitations

This project considered literature on career awareness from the past fifteen years to the present. From what has been discovered so far, gaps have been found in the literature printed concerning this subject. Career education was a very prominent topic during the 1970s and early 1980s. Just in the last few years has it begun to

come to the forefront again. Only information that involved successful ideas and effective programs in the area of adolescent career exploration/awareness were included in this review of literature.

CHAPTER II

REVIEW OF RELATED LITERATURE

Career education can be described as a process of bringing the educational and work worlds together to help each person, at any age, to learn about oneself and to develop skills necessary to succeed in an occupation (Hoyt, 1981; Herr, 1977). Adolescence, as described earlier in this paper, is an appropriate time to institute this process.

Students at this age are beginning to expand their knowledge of themselves and the world around them. They are attempting to find their own place in the world. It is important to teach them that making career decisions will be a life-long process, and knowing how to do this gives them a greater chance for success (Otto, 1988). With technological changes constantly impacting the workplace, they may also need retraining several times in their careers (Cianni-Surridge, 1983).

A review of the literature identified proven as well as newly successful programs in career awareness with adolescents. As this research progressed, it became clear

that this subject could be subdivided into the following sections:

1. School-Site Programs
2. Parental Involvement Programs
3. Community Involvement Programs
4. National and State Programs

School-Site Programs

As previously stated in this paper, schools became mandatory for all children and adolescents as society changed. These schools became a natural setting to train future workers. Progressing from Parson's formula of career guidance to today's view of a life-span development, schools are trying new ways to career-guide adolescents. Some of the more successful methods used to expand career awareness are discussed in this section. The ideas given can also be applied to a wide variety of students: gifted, average, at-risk, disabled, and others.

A major problem for career advising/awareness in the schools is having time available to do it. When one counselor is responsible for over three hundred or more students, time for individual counseling is often less than one-half hour per student (Otto, 1989; Myrick & Carrow, 1987). Where can the counselors obtain some help with this

problem? Teachers may be the logical answer; and, over the years, they have been given this responsibility. But is it working?

Two studies performed in the past five years show that teachers need to be encouraged and educated in the subject of career exploration. Although the teachers believe that this subject should be taught in the schools, their lack of knowledge in this area has made them wary of teaching it.

Oppenheimer & Flum's (1986) study involved teachers in the country of Israel. Over three-fourths of the teachers studied indicated that the schools should be responsible for career education. Yet, because they seemed to be confused over what career education meant, they were found to be reluctant to tackle and teach the subject. The suggestion was made to help teachers understand and see the value of career education from a personal point of view. In addition, using them to help develop methods of teaching this subject could be a big step toward successful integration. Myrick & Carrow's (1987) study discussed the use of teachers as advisors. The authors also found that unfamiliarity with career awareness resources made teachers reluctant to teach career education classes. The authors suggested more training for all teachers. They argued that having better prepared teachers would help all involved.

The developmental approach to career education is addressed by the following study and critique. The study done by Mackin and Hansen (1981) evaluated the effectiveness of a career development class. The authors stated that career education in schools is still focused on occupational choice, not career development. They also pointed out that school counselors have not shown strong interest, overall, in becoming more involved with career development and usually leave the task of career education to the classroom teachers. A special curriculum was developed for this class. The results of this study showed a positive impact on the students taking this class.

A critique by Maher and Thompson (1980) took the view that career guidance in schools could be more successful using the developmental approach. According to these authors, a greater number of students can be effectively reached by having school counselors take a more active role in the classroom through group guidance, which is developmental in nature. They described workshop formats that are designed to help counselors bring together the beneficial features of group guidance and the process of human development, especially those tasks of early and late adolescence.

History can show that change, even positive change, can take a long time. A study conducted by Wiggins (1987)

attempted to duplicate one that he had first done in 1981. The goal was to see if any changes had occurred in the intervening years. The original study showed that the most common way schools taught career awareness programs, using textbooks, statistics, and films, was not the most effective. The updated study found the same results. Students want a more individualized program, being able to do their own searching and not just being part of a group studying predetermined occupations. Guidance from teachers knowledgeable in career exploration was important, but a more flexible approach was desired. The author found that if schools are to become more effective and responsive to student needs, they need to make changes in the way they present career awareness information.

Milburn's (1983) article noted that the education received in the classroom is often considered irrelevant by the students who are having problems adjusting to the working world. What used to be a practical, work-related education has evolved into a more scholastic education. This has made it harder for students to see the connection between the classes they take and the world of work. This article went on to describe how to create and organize a community and school career program that makes career education more practical and beneficial for all involved: the students, the schools, and the business organizations.

It listed a variety of ways that each group can benefit. It also described a step-by-step approach to follow when setting up such a program and situating students in the community sites.

Cashmere School District

A report by Griffith (1984) described a successful program that gave middle school adolescents a chance to learn the connection between education and the world of work. This program involved projects that combined experiential learning with career exploration. A number of these projects consisted of having community and state resource speakers make presentations on the topics of the environment and ecology, an archeological dig, and the researching, writing, and publishing of a book. This was one of many programs that contributed toward the national recognition of this particular middle school, which was located in the Cashmere School District in the state of Washington.

In addition to the above program, the Cashmere School District has been able to completely integrate career awareness into the school curriculum. With the strong support from the school superintendent and the school board, a comprehensive K-12 career education program was created and put into effect twenty years ago. Teachers no longer

think they are teaching career education. They just follow the curriculum guide. This program has been used as a guide for other rural districts over the years (B. Griffith, personal communication, December 16, 1991).

Guidance Laboratory

The gifted student can become discouraged when there are too many possible career choices. Kerr & Ghrist-Priebe (1988) found that bringing together the college environment and the gifted high school student in a guidance laboratory setting is very successful. All of the participants in the project found this tie-in to be very helpful. The authors found that over half the students had already begun working on the career goal they had chosen as a result of this experience.

Career Center/Apprenticeship

A program reported by Young & McLamb (1984) used a career center and an apprenticeship approach. The career resource center was set up to offer a variety of materials, from computer programs to books on various careers. The apprenticeship program connected high school students to community mentors. Both aspects of this program were considered very successful by the students.

Mentoring

Borman & Colson (1984) recount a career guidance program at Texas A & M University where mentoring was tried. A number of gifted high school students were chosen to attend a program that connected them with college students, faculty members, and community members. The authors found that the mentoring section (following faculty members through part of a day for two months) was the most successful. The program was so well received that several school districts continued working with it.

Computers

Computers were first used in the early 1970s to offer another way to gather and disseminate career information. Software programs such as DISCOVER, CHOICES, and SIGI are just a few that are now used nationwide, on both the state and local school levels. Some of the advantages to using computers are: students appear to enjoy using them, they are an important and current resource, and sessions with counselors can be more effective in a shorter amount of time. There are some disadvantages that need to be noted: the programs can be expensive, they will not replace career counseling on a personal level--just supplement it, and not all students will benefit on an equal basis. It is also

important to have people involved who are at ease with the program, enthusiastic about it, and willing to publicize and promote it (Gerardi & Benedict, 1986; Bloch & Kinnison, 1988). The overall concept shows future possibilities, especially as this society moves into the service-oriented/information structure as previously mentioned.

Group Format

A group format has been one method used in career counseling. Working with six to eight students together can save time for the counselor or teacher. Sounding out ideas and choices with fellow students and having each member gather information on a different topic can broaden the students' base of knowledge. Hearing different points of view on a subject can be more effective at times (Osipow, 1983). In a article by Butcher (1982), a model for career counseling in groups was described which has three stages, each having its own directions and explanations for implementation. Klima (1984) shares information about a program for gifted students who used the group format for several topics, one being career exploration. It was judged to be successful by the participants.

Career Days

Career days have been used as a method for introducing the different occupations. One article by Squires (1983) described a career day organized by college students for a middle school. The program was created, scheduled, and put into effect for a class project in the college career development class. Handicapped students were included in the population targeted. This article detailed the steps taken to make this endeavor possible. It was considered a success. The middle school teachers decided to organize another career day the following year. The college students felt it was a great learning experience.

Peer Counseling

Peer counseling is a concept that is becoming more popular in education. Students working with other students on a variety of subjects seems to help all involved. France (1984) described a program that had students career counsel fellow students. He related how the peer counselors were chosen, trained, and given feedback and support. This program was implemented at the Spectrum Community School in Victoria, BC, Canada (11th and 12th grades). It was started in 1982 and is still being used as a part of the peer counseling program. It has been effective because students usually feel more comfortable talking with each other,

rather than with adults. That can be especially true for at-risk students. The computerized package, CHOICES, is used as an educational component of this program (M. Kellogg, personal communication, December 4, 1991).

Parental Involvement Programs

Parents tend to have the idea that their adolescents are no longer influenced by them. This is an erroneous conclusion. Studies have found that adolescents seek their parents' advice in the areas of values, careers, and education -- when important decisions concerning their futures need to be made (Leigh & Peterson, 1986; Lerman & Ooms, 1988; Otto, 1988; Youniss & Smollar, 1985; McDaniels & Hummel, 1984; Herr, 1977; and Grant Foundation, 1988b). As significant as parental advice can be, many of today's parents feel unsure about how to advise their adolescents regarding careers (Otto, 1988). The education and business worlds are beginning to realize that they need to support and help parents become effective advisors (Grant Foundation, 1988a; McDaniels & Hummel, 1984).

Parental involvement in schools is already showing promising success. Students are doing better academically in school (Lerman & Ooms, 1988). Suggestions on how parents can career advise their adolescents can be found in articles

written by Hoyt (1984), Meyer (1984), and McDaniels & Hummel (1984). Suggestions for teachers on how to help encourage parental involvement can be found in an article written by John H. Wherry (1991).

Today's Youth and Tomorrow's Careers

Otto (1988) made the point that students need and want career guidance, not just career information. He cited one ongoing study of high school seniors, which began in 1975, that showed two-thirds of these students still wanted more career and job choice counseling--as they did over ten years before. He stated that parents are the key to getting their children on track to successful careers, and that schools still do not have the manpower or resources to give the needed one-on-one career guidance. Otto also contended that parents have the largest long-term influence on their children, and they must become prepared to be effective career advisors. He described a program that educates parents on how to be the primary career educators of their children; the program also uses counselors as information sources. This program is called Today's Youth and Tomorrow's Careers. It was started eleven years ago, and now can be found in all fifty states. It has even been adopted by three states as a way of offering career education to its high school students. A trained person

presents the information on gathering career information and sources to a group of parents in four separate sessions. The parents are also taught how to effectively advise their children. This program is unique because it does not rely on the schools to administer it. It is also the only program that involves and trains parents in career planning (J. Eckart, personal communication, December 13, 1991). Three distinct national awards have been given to Dr. Otto as a result of the development of this program (P.Lewter, personal communication, December 13, 1991).

Families In Education

A different program began as a result of a state-wide initiative whose goal was to involve families in their children's education. The Year of the Family in Education, 1987-88, was so successful in the state of Wisconsin that it became Families in Education and has been in existence for the past five years. This program has been aimed at educators, parents and community leaders and has resulted in home-school partnerships. Students from kindergarten to the twelfth grade were targeted. Feedback from state-wide workshops, evaluations and awards received (two in 1990 and one is 1991--both state and national) show the success of this program. Funding sources are still a problem. This is a voluntary program, with an awareness that the schools can

not do it all. It is different from other career awareness programs in that it is not only very comprehensive, but it also involves parents and children of all ages and socioeconomic backgrounds (G. Durham, personal communication, December 13, 1991).

Positive Parents of Dallas

Positive Parents of Dallas originally began as a parent organization. Now a non-profit enterprise, the organization is operated by one paid staff person and volunteers. This group's goal is a dedication to support and improve public education through the recognition of successful individuals and programs. Although located within the Dallas Independent School District (DISD), all funding is accomplished through donations of money and services. Examples of programs presented are the "DISD A-Team" (students making straight "A-s" for two semesters in a row receive sport-type letters with sweaters); "Outstanding Graduates" (recognizing academic and career achievement by recent DISD graduates); "Hats Off to Dallas Teachers" (a city-wide reception for all the school district's teachers); "All About DISD" (a book that gives useful facts about each school); and a communication seminar each fall (fifteen different workshops for school personnel, parents, and volunteers). Started ten years ago, this program has

received national awards for publicizing what is working in the schools (J. Didear, personal communication, December 16, 1991).

Community Involvement Programs

For many years the business community has been seeing an erosion of basic skills needed for an effective and productive workforce. Education USA (1980) stated that transitioning from school to work has been more difficult for the recently graduated student. As society's economic structure changes, the need for additional education beyond high school is becoming apparent (Grant Foundation, 1991). Earlier in this paper it was reported that a majority of high school students do not attempt a college education. Without additional training, these students will lack the necessary skills to be easily employed in today's society.

In a number of states and communities, alliances among businesses, communities, and their education system are working hard to bring about positive experiences for students. Some of the benefits encountered have been: giving students positive role models, developing relationships with adults, bringing relevance to what is learned in the classroom (Healy, 1982; McDaniels & Hummel, 1984), and helping smooth out the adolescents' shifting from

being in school to entering the world of work (Education USA, 1980; Herr, 1977). Hoyt (1981) also stated that this alliance allows business and community leaders to be included with the education community, sharing responsibility in order that no one entity would be overwhelmed. Business-industry-community involvement in education has evolved into many different forms. Some of the more successful are described in this section.

CERES Project

The CERES (Career Education Responsive to Every Student) project is one of the oldest successful programs in existence today. It was implemented in 1972 with federally funded grants and validated in 1980 by the U.S. Department of Education (formerly under the U.S. Department of Health, Education, and Welfare) as one of ten career education projects in the nation that showed the greatest success in achieving its stated goals (Career Education Program, 1979). This program was designed as a model for rural schools, kindergarten through twelfth grade. All aspects of the community are involved: parents, students, businesses, labor, community leaders and local school boards of education. The greatest impact this program has had was to create an awareness on the part of the community concerning how the schools prepare their students for the workforce.

It also has created a very involved community. A shift in attitude of all parties included in the program is considered one sign of its success. Teachers have changed the way they offer information to their students. Students now perceive this information as being useful and practical, having relevance toward the way their lives will be in the world of work. The only difficulty this program encountered was in keeping the older staff members and teachers enthusiastic about changes. They found that this was a common problem -- convincing people to try different approaches. Information on this program has been shared with over three thousand schools throughout the world. Users of the program constantly attest to the effectiveness and ease of use of the program (B. Baer, personal communication, December 12, 1991).

Toledo's Career Education Program

The Career Education program, administered through the Toledo, Ohio, Public Schools is an example of a successful urban career awareness program. The Toledo school district has about 40,000 students, all of whom (K-12) are involved in this program. As in the CERES project, all members of the community are involved: students, parents, business, community leaders, plus the labor unions, community colleges, and the University of Toledo. From inservices for

teachers by the business/labor community to speakers, internships, and exploration projects for the students, much is done in this program. The greatest impact seemed to be the Inservice Training Program through the University of Toledo and the Mini-Grant system. Both are made available to the teachers, who seem to be a real key to the program's success. The state of Ohio was the first to pilot a career education program. Toledo's Career Education program was one of five sites selected originally to test it. It has worked out very well for all concerned (J. Roman, personal communication, December 12, 1991).

Adopt-A-School Program

A program that is becoming more common in the relationship between business and education is the Adopt-A-School program. It is usually described as a one-to-one relationship between a school and a business. This business' workforce then becomes very involved with the school in a variety of ways. A very successful example of this program is being administered through the Dallas Independent School District (DISD) in Dallas, Texas. Over twenty-three years old and with Dallas the first city in Texas to start it, this program has affected students from pre-kindergarten to the twelfth grade. All aspects of the community are involved: students, parents, businesses,

community leaders, community colleges, and four-year universities. In addition, private schools, federal and state agencies, civic groups, religious institutions, and retired people are active in their participation. Over 23,000 people volunteered their time in this program in 1990, totaling over 600,000 hours. This program has been successful in defining its structure to such a degree that problems are limited. This particular enterprise has put all its different facets under one umbrella of Adopt-A-School volunteers. Training is done all year long. Advisory committees are community-based and used throughout the DISD. Success has been shown through better attendance and attitudes of the students involved, teachers being aided and supported where needed, and the fact that the same volunteers and businesses have continued to be involved for years (National Association of Partners in Education, Inc., 1991; S. Block, personal communication, December 13, 1991).

North Carolina Tech Prep Leadership Development Center

The term, Tech Prep, describes a program that involves an agreement between community colleges and high schools. This agreement concerns coordinating the curriculum offered by both institutions of learning for the benefit of high school students who do not plan on completing a four-year college education. It usually entails career counseling, a

close working relationship between the colleges and the schools, an agreement of goals, and local business participation. The North Carolina Tech Prep Leadership Development Center is a good example of a successful tech prep program. In 1986 it was the first program of its kind in North Carolina and one of the first started nationally. Initially it was given no funding. In 1991, for the first time, state and federal funding was obtained. The goal has been to upgrade courses to better prepare students for the workplace, and to update and prevent overlapping in the educational and technical courses offered in all the schools. The key to its success has been a gradual transition. A strong marketing approach was taken to sell the program to the public, business, and teachers. Over time the project's image has improved, as have the required school courses which now match up to today's technological needs. Success has been measured by higher test scores (state-wide and SAT), a dropout rate that fell from seven percent to three percent, Algebra One's (a mathematic requirement for the program) enrollment has risen from 47% in 1987 to over 70% in 1991, and more schools are requesting the program. The goal is for all high schools in the area to be involved. This tech prep program is special because it is current to today's market and workforce, it focuses on future careers, and it is available for all students. The

tech prep students (over seventy-five percent) also obtained the additional postsecondary education and training that is becoming a requirement in today's society (Grant Foundation, 1991; Y. Jordan, personal communication, December 13, 1991).

Experienced-Based Career Education Laboratories

A somewhat different approach can be seen in the Experienced-Based Career Education Laboratories (EBCE). Beginning in the 1970s these laboratories offered alternatives to the standard high school curriculum. Students of all abilities (not just the at-risk population) were matched with work sites chosen to test out tentative choices of career areas. It was not job training, but a sequenced experience (ranging from two to three days at one location then moving to another one for about one month). The idea for this program originally came from the federal government which funded four sites around the United States. The Northwest Regional Educational Laboratory, in Portland, Oregon, was one of the original four sites. It covered a five-state region (Alaska, Oregon, Washington, Idaho, and Montana). It is twenty years old and has had a tremendous impact of school-to-work transitions and on career awareness and selection. Because it is non-traditional, a lot of school and community deliberations occurred before each section entered into the program. When asked what made it

special, being able to take a complete range of students (from very bright to at-risk of dropping out) and providing education, career awareness, and a big selection of work-related activities outside of school was the answer given. This program has been adapted by over thirty-seven different states. There are now over ten different EBCE labs all over the United States (Education USA, 1980; R. Rath, personal communication, December 13, 1991).

The Boston Compact

The final successful program described herein concerned the active participation of employers with the schools. The Boston Compact was begun in 1982, and has been a role model for this type of program. Under its agreements, employers, school systems, and colleges collaborated on a process to help reduce the dropout problem. School attendance, improvement in basic skills, the creation of more jobs for students during the summer, and offering college scholarships to local graduates were all part of this collaboration. The most difficult task was convincing the school teachers to work with the program. The business community has been strongly committed to provide jobs; they see themselves as permanent partners with the schools. Success was measured by a lowering of the dropout rate, the fact that over nine hundred businesses participated in the

program, and the fact that the number of jobs provided to current and former students kept growing. The Boston Compact was just awarded the 1991 National Alliance Pick of the Nation Award from the National Alliance of Businesses (Grant Foundation, 1991; G. Moriarty, personal communication, December 16, 1991).

National and State Programs

Chaffee (Education USA, 1980) found that no central location for business, industry, or education to obtain information on current programs in career education was available. Ten years later the W.T. Grant Foundation (1991) noted almost the same thing. Regardless of whether the programs are state, business, community, or educationally directed, they are developed on an independent basis.

At present, there are many new programs being developed at the state and national level concerning career education. Some of these programs and resources are described in this paper.

National Programs

Carl D. Perkins Act of 1990. In 1974 The Educational Amendment was passed. This was the first time the concept of career education was funded by federal monies. Since

then additional acts on this subject were introduced and made into law (Herr, 1977). The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 is the latest. It sets up federal grants to states who then funnel the money down to local schools and colleges. Information on this act can be obtained through the Office of Vocational and Adult Education, United States Department of Education (W.T.Grant Foundation, 1991; R. Scott, personal communication, December 4, 1991).

Education Commission of the States. The Education Commission of the States provides information on all aspects of education (K-12 and postsecondary) for policy-makers on all levels. It deals with all the states, and has been in existence for 26 years. It is an interstate agreement for education between the states. It is not federal or state-based. (K. Christie, personal communication, December 10, 1991)

National Association of Partners In Education. The National Association of Partners in Education attempts to persuade all of a community (including corporations) to become involved with volunteering in the schools. Its mission is to offer guidance, leadership, and information in this area. (C. Pierce, personal communication, December 4, 1991)

Council for Aid to Education. The Council for Aid to Education is a resource for companies and others who are interested in making effective contributions to education. It provides publications, seminars, research, and consultations. (D. Rigden, personal communication, December 10, 1991)

National Committee for Citizens In Education/ACCESS. The National Committee for Citizens in Education/ACCESS Clearinghouse is an organization for all citizens involved in public education. It is also a publishing house for information on parenting, parental involvement in schools, and school-based improvements. A Helpline is available for anyone to call for advice about public schools and public school problems. (R. Gregg, personal communication, December 10, 1991)

Center For the Workforce Preparation & Quality Education. The US Chamber of Commerce has a program known as the Center for the Workforce Preparation and Quality Education. Its goal is to work through state and local chambers of commerce to provide them with tools necessary to achieve educational goals. (L. Maloney, personal communication, December 10, 1991)

State Programs

States and Communities on the Move: Policy Initiatives to Create a World-Class Workforce (Grant Foundation, 1991) describes the laws, programs, and policies created by states in developing a better workforce and more successful collaboration among business, industry and education. Oregon, Wisconsin, Minnesota, and New Jersey are considered to be leaders in creating successful or innovative programs.

Oregon. Oregon recently passed the Oregon Educational Act for the 21st Century. It is the first state to develop the most inclusive program in the area of state goals, school reforms, at-risk and drop-out preventative programs, adult programs, professional and technical reforms, plus much more.

Wisconsin. Wisconsin also just passed a school-to-work law covering such areas as apprenticeships, technical preparation programs, and reassessing students on a tenth grade level. This assessment will take into consideration a variety of learned skills, how well the students are achieving the goals set for them, and how involved their parents are in their education. Also under consideration is the setting of restrictions on work permits for minors: work hours allowed during the week (based on the age of child), obtaining school credit for the work experience, and canceling the permit if school work declines.

Minnesota. Minnesota, in 1987, created what it calls Area Learning Centers. These centers concentrate on helping students who have either left school or who are having problems learning. They offer different programs to help these students succeed.

New Jersey. New Jersey began the School-Based Youth Services Program (SBYSP) in 1988. This program helps adolescents finish their education and offers community services in a variety of areas. This state program allows each community the leeway to develop its own program with the only requirement being a set of core services. This program has been used as a model for other states. It recently won the Innovations in State and Local Government Award - 1991. This award was given by the Ford Foundation and the JFK School of Government at Harvard University. There were only ten winners out of two thousand entrants. (K. Reiss, personal communication, December 10, 1991)

CHAPTER III

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

Helping adolescents make successful career decisions has been the concern of the education system with a variety of methods being tried over the years. This paper, through the review of published literature and the use of personal communications, identified existing and previously successful programs. These programs varied in design. Some were sponsored on a state or national level while others involved parents, business, communities, and school systems.

Conclusions

This review of literature indicates that there are a number of successful programs giving adolescents a good basis from which to make career choices. These programs are found on many different tiers. State and national levels contribute funding and resources for career awareness programs. At the present, several states are passing legislation to create more of these state-wide programs. There is, however, no central location for information on current programs on adolescent career exploration.

School systems, which have been the natural setting to train future workers, experiment with programs that offer experiential learning, career resource centers, and peer counseling--to name just a few. There are two major weaknesses with these types of programs: a) there is not enough time during normal school hours to reach the majority of students; and b) many teachers are not trained to teach career awareness programs.

Parents are involved with programs that they operate themselves. Being the most influential resource for their child, they can make excellent career advisors, if trained in ways of obtaining the needed information.

The community-business-education alliance seems to offer more programs for student involvement. These programs offer the most diversity and have the greatest number of participants. From adopt-a-school projects to tech prep and regional education laboratories, students are given information and the chance to experiment with different career options.

Recommendations

Successful career programs are available as models. What is needed, however, is a national resource center that would act as a clearinghouse for any information regarding career exploration/guidance, funding opportunities

available, training guides, and community involvement programs. It could link together many of the programs in existence and offer a wider publicity opportunity for them.

The United States desperately needs a better educated and trained workforce. This requires career education on many different levels. The return to teaching the basics of reading, writing and math is only one aspect toward helping this need. Future workers, today's adolescents, also require guidance in career exploration. Leaving this responsibility to only one segment of society, the educational system, has not worked well enough. There are obstacles that face any career awareness program: funding, obtaining the interest and commitment from teachers, time needed to put the program into effect, and the manpower required to make it work.

Only a broad-based effort has the best chance to counter these obstacles. Full community-based programs need a central organization to coordinate all the different efforts of the schools, parents, businesses, and community groups. This central entity could also work with its state organization for any funding or training opportunities that may be available.

As the William T. Grant Foundation Commission of Work, Family and Citizenship (1991) reported, students are not just educated at school. They obtain their knowledge from

home, work, and community experiences. It is up to the whole community to help all of its students understand the career options available to them and the means to discover career paths. All adolescents need this knowledge and experience. Only then will the United States society obtain the well-educated and trained workforce it so badly needs.

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APPENDIX A

Telephone Survey

Date:_____

1. Name of program:
2. Address:
3. Contact Person:
4. Telephone #:
5. Number of years program in existence:
6. Population: To whom is your program aimed?
7. What areas are involved with this program?
8. What impact has this program had?
9. What problems has this program had?
10. Do you consider this program successful?
11. What does success/workable mean to you?
12. How do you measure your success?
13. How is your program different from other career awareness programs? What makes you special?
14. Has information about your program ever been published? If so, when and through what vehicle?

APPENDIX B

Resource Listing of Successful Programs

School-Site Programs

1. Comprehensive K-12 Career Education Program
   Cashmere School District
   300 Tigner
   Cashmere, Washington 98815
   (509-782-2001)
   Attn: Ms. Bernadette Griffith
   District Curriculum Coordinator and Staff
   Development Coordinator

2. Spectrum Community School
   957 West Burnside Road
   Victoria, BC V8Z6E9
   Canada
   (604-479-8271)
   Attn: Michael Kellogg, M.Ed
   Counselor

Parental Involvement Programs

1. Families In Education
   Wisconsin Department of Public Instruction
   P.O. Box 7841
   Madison, WI 53707-7841
   (608-266-9757)
   Attn: Ms. Gigi Durham
   Families In Education Coordinator

2. "Positive Parents of Dallas"
   Dallas Independent School District
   Box 144
   3700 Ross Avenue
   Dallas, Tx 75204
   (214-824-1620)
   Attn: Ms. Jane Didear
   Director

3. "Today's Youth and Tomorrow's Careers"
   1319 Spruce Street
   Boulder, CO 80302
   (303-449-1631)
   Attn: Mr. Warren Wolff
   President

Community Involvement Programs

1. Adopt-A-School/Volunteer Program
   Dallas Independent School District
   Box 111
   3700 Ross Avenue
   Dallas, Tx 75204
   (214-824-1620)
   Attn: Ms. Rosemary Morice or Ms. Sharlene Block
   Coordinators of School Volunteer Program

2. "The Boston Compact"
   Boston Private Industry Council, Inc.
   2 Oliver Street
   Boston, Mass. 02109
   (617-423-3755)
   Attn: Mr. Michael Taylor
   Executive Director

3. Career Education Program
   Toledo Public Schools
   2626 West Sylvania Avenue
   Toledo, OH 43613
   (419-473-3165)
   Attn: Ms. Jama Roman
   Director of Career Education and Guidance

4. CERES (Career Education Responsive to Every Student)
   P.O. Box 307
   Ceres, CA 95307
   (209-538-0148)
   Attn: Ms. Virginia Lish
   Project Director

5. North Carolina Tech Prep Leadership Development Center
   Richmond Community College
   P.O. Box 1189
   Hamlet, NC 28345
   (919-582-7187)
   Attn: Ms. Myrtle Stogner, Director

6. Northwest Regional Educational Laboratory (EBCE)
   101 SW Main Street, Suite 500
   Portland, OR 97204
   (503-275-9500)
   Attn: Mr. Robert Rath
   Executive Director

National and State Programs

1. "Carl D. Perkins Vocational and Applied Technology Education Act of 1990"

   Contact: your state's Department of Vocational Education
   or
   The Office of Vocational and Adult Education
   U.S. Department of Education
   Washington, DC 20202-7241
   (202-732-2441)

2. Center for Workforce Preparation and Quality Education
   US Chamber of Commerce
   1615 H Street, NW
   Washington, DC 20062
   (202-463-5525)
   Attn: Mr. Robert Martin
   Vice President/Executive Director

3. Council for Aid to Education
   51 Madison Avenue, Suite 2200
   New York, NY 10010
   (212-689-2400)
   Attn: Ms. Diana Rigden
   Director of Pre-college Programs

4. Education Commission of the States
   707 - 17th Street, Suite 2700
   Denver, CO 80202
   (303-299-3600)

5. Minnesota's "36 Area Learning Centers (ALCs)"
   Minnesota Department of Education
   987 Capitol Square Building
   550 Cedar Street
   St. Paul, MN 55101
   (612-296-7428)
   Attn: Mr. Gene Johnson, Alternative Education Specialist

6. National Association of Partners In Education
   209 Madison Street, Suite 401
   Alexandria, VA 22314
   (703-836-4880)
   Attn: Ms. Carol Pierce
   Director of Membership Services

7. ACCESS Clearinghouse
   National Committee for Citizens In Education
   900 - 2nd Street NE, Suite 8
   Washington, DC 2000
   (1-800-638-9675)

8. "Oregon Educational Act for the 21st Century"
   Representative Vera Katz
   State Capitol
   Salem, OR 97310
   (503-378-8082)

9. Oregon Workforce Quality Council
   225 Winter Street NE
   Salem, OR 97310
   (503-378-3921)
   Attn: Ms. Marilyn Johnston
   Administrator

10. "School-Based Youth Services Program (SBYSP)"
    Department of Human Services, CN 700
    Trenton, New Jersey 08625
    (609-292-7901)
    Attn: Ms. Roberta Knowlton
    Director of SBYSP

11. "Wisconsin School-to-Work Initiative"
    Wisconsin Department of Public Instruction
    Division for Management and Budget
    P.O. Box 7841
    Madison, WI 53707-7841
    (608-266-3903)
    Attn: Mr. Steven Dold
    Assistant State Superintendent